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ABSTRACT

Based on a review of literature related to ethnicity and social welfare with special emphasis on child welfare, this annotated bibliography incorporates materials published from 1963 through 1973 and includes references from approximately 40 books and monographs, 25 professional journals whose issues were reviewed for 10 years and 25 unpublished papers, documents, reports, newspaper stories and conference proceedings. The citations cover works on American Indians, Asian Americans, blacks, Mexican Americans, and Puerto Ricans. (Author/BS)

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ETHNICITY AND CHILD WELFARE:
AN ANNOTATED BIBLIOGRAPHY

Shirley Jenkins and Barbara Morrison

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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INTRODUCTION

This annotated bibliography is based on a review of literature related to ethnicity and social welfare, with special emphasis on child welfare. The bibliography incorporates materials published from 1963 through 1973. Included are references from approximately 40 books and monographs, 25 professional journals whose issues were reviewed for 10 years, and about 25 unpublished papers, documents, reports, newspaper stories and conference proceedings. The items primarily relate to the five minority groups who are included in the study, Ethnic Factors in Child Welfare: American Indians, Asian Americans, Blacks, Mexican Americans and Puerto Ricans.

This document is a beginning attempt to systematize literature related to the research topic. It is a companion document to the background paper, Identification of Ethnic Issues in Child Welfare: A Review of the Literature. No claim is made that all existing materials are covered in this bibliography; it will grow in quantity and quality as the research proceeds, and additional references are located. The criterion for inclusion of each reference was whether, in the view of the research staff, it had relevance for the subject under study and would be helpful in understanding the issues. Emphasis was on professional materials where there could be confidence that information was reliable, well-documented, and knowledgeable. Where issues had not been discussed in professional journals, however, more informal sources were tapped. Particular concern was given to inclusion of materials in the various sections in which authorship was by members of each minority group, although no relevant item was excluded because of authorship. The project staff plans to make this bibliography available to workers in the field, and in turn requests from the field submission of items and references for incorporation in later revisions of the present material.

This document is the first publication of the study, Ethnic Factors in Child Welfare, which is being conducted at the Columbia University School of Social Work. It is supported by the Children's Bureau, Office of Child Development, of the U.S. Department of Health, Education and Welfare, as a component of the overall study, The State of the Child: National Perspectives.

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March 1, 1974

SECTION I: AMERICAN INDIANS

Akwesasne Notes. "American Indian Groups Show Rising Signs of Resistance to Adoption of Indian Children by White Families." Editorial Comment, Rooseveltown, New York: Mohawk Nation, Spring, 1972, p. 6.

Editorial comment in this newspaper published by the Mohawk Nation, proposes that homes for Indian children be found within the extended family structure of the tribe and the reservation as opposed to transracial placements of Indian children with non-Indian families.

Bergman, Robert L. "Boarding Schools and the Psychological Problems of Indian Children." Paper made available by the Shiprock Indian Agency, Bureau of Indian Affairs, Shiprock, New Mexico, undated, 18pp (Mimeographed.)

The author, a staff psychiatrist for the Division of Indian Health on the Navajo Indian reservation, discusses the adjustment problems and their emotional consequences for Indian children who are separated from their families and maintained in government boarding schools. Particular areas discussed are the culture value conflicts between the child's family and tribe and the school program, the lack of parent surrogates to whom the child can attach emotionally, the lack of adequate school personnel, and the educational deficiencies in the children due to difficulties with the English language.

_____. "A Second Report on the Problems of Boarding Schools." Paper made available by the Shiprock Indian Agency, Bureau of Indian Affairs, Shiprock, New Mexico, undated, 14pp. (Mimeographed.)

This is a follow-up report of the previously noted study of the problem of Navajo Indian children in boarding schools. This report by Dr. Bergman is based on more intensive observation of the boarding school situation. One problem particularly stressed is the inadequacy of dormitory staff and the implications of this for the Indian child who is separated from his family.

Boyer, Bryce L. "Psychoanalytic Insights in Working with Ethnic Minorities." Social Casework, XLV (November, 1964), pp. 519-526.

A report of the findings of an intensive field study of the Apache Indians of the Mescalero Reservation in New Mexico. Data were collected on the interaction of social structure, child-rearing patterns, and personality organization of this group. Implications of findings for social work practice with Indians and other minorities were set forth.

Braswell, Joe. "The Concept of Self and Social Work with American Indians." Paper presented at the National Conference on Social Welfare, Atlantic City, New Jersey, May 27-31, 1973.

The author states that legislators and professional workers have treated Indian people as though they were objects to be planned for rather than people with a desire and capacity to determine their own future in relation to their needs. He discusses in detail the Indian's concept of self and what this means in a society where tribal values are negatively evaluated. His central thesis is that the solution for American Indians is not to abandon their tribal ways or to be completely assimilated into the dominant culture, but to take the best of both cultures as expressed in the philosophy of "selective acculturation without assimilation."

Cingolani, William. "Acculturating the Indian: Federal Policies 1834-1973." Social Work, 18:6 (November, 1973), pp. 24-28.

This is a background article in which the author reviews the Federal Government's policies toward various Indian tribes— policies whose principal aims have been acculturation of the Indian. This article gives reasons for the failure of the acculturating policies and recommends that they be abandoned or redefined.

Clark, Erma. "A Nursery School on the Ute Indian Reservation." Childhood Education, 42:7 (April, 1965), pp. 409-413.

This article is based on the author's experiences in instituting a day care center on the Ute Indian Reservation at the Fort Duquesne Indian Reservation, Utah. Discussion centers around innovations needed to meet the special needs of Indians living there.

"Culture and Its Relationship to Values in Conflict for Indian People." Paper made available by the Shiprock Indian Agency, Bureau of Indian Affiars, Shiprock, New Mexico, undated, 6pp. (Mimeographed.)

This article is addressed primarily to teachers of Indian children and outlines conflicts created for the Indian child when tribal values are in conflict with those of the dominant larger society. The article's stated purpose is to help the teacher to gain a better understanding of Indian children by helping them resolve their culture conflicts.

Davies, Mary J. "Adoptive Placement of American Indian Children with Non-Indian Families." Child Welfare, 40 (June, 1961), pp. 12-16.

This is the second part of a report of the Indian Adoption Project, sponsored by the Child Welfare League of America and the Bureau of Indian Affairs. The role of the adoption agency in the project is explored as well as the agency's impression of the Indian child and his adoptability. Some evaluative factors involved in the selection of adoptive families for Indian children are delineated.

Fanshel, David. Far From the Reservation: Transracial Adoption of American Indian Children: Follow-up Study. New York: Child Welfare League of America Press, 1972, 388pp.

A report based on the follow-up study of American Indian children adopted by White families as a result of the American Indian Adoption Project co-sponsored by the Child Welfare League of America and the Bureau of Indian Affairs. Demographic data on both natural and adoptive parents are presented as well as outcome data on the adjustment of the Indian children and their White adoptive families.

Farris, Charles E. "A White House Conference on the American Indian." Social Work, 18:1 (January, 1973), pp. 80-86.

The author states a case for a White House Conference on the American Indian, to explore and plan for measures to alleviate the major social and economic problems which plague the various Indian tribes. The historical role of the Bureau of Indian Affairs is reviewed. A plea is made for social planners to give recognition to the diversity and heterogeneity of the more than 300 distinct Indian tribal cultures. Special concerns are: health, economics, education and social welfare.

Freeman, Daniel. "Adolescent Crisis of the Kiowa-Apache Indian Male." Minority Group Adolescents in the United States. Edited by E.B. Brody. Balitmore: William and Wilkins, 1968, pp. 17-47.

This article is a comparative analysis of life among the Kiowa-Apache Tribe prior to the Indians' confinement to the reservation, and also of their current life circumstances. Dominant cultural changes which have affected the adjustment of the Apache child, especially the male, are outlined. These include changes in the family structure, reversal of relative prestige of younger and older males, the gradual movement of females into leadership roles, and the reversal of parent-child alignments. Central to the discussion are the attempts of the adolescent boy to find substitute adaptations to traditional rights of passage and to find meaningful role models.

Good Tracks, Jimm G. "Native American Noninterference." Social Work, 18:6 (November, 1973), pp. 30-34.

The basic premise of this article is that the native American principle of noninterference with others creates an obstacle for social workers trying to practice "intervention," but patience and respect for the principle can enable workers to be effective in Indian communities. The author discusses the Indian client's perception of what the social worker's role should be and how these expectations differ from the workers' definition of their role. Suggestions are made for workers on how best to work with Indian clients.

Howard, William. "Bureau of Indian Affairs: Social Services to School Age Parents." Paper made available by the Shiprock Indian Agency, Bureau of Indian Affairs, Shiprock, New Mexico, undated, 5pp. (Mimeographed.)

This article addresses itself to the problem of pregnancy among school age girls who live on Navajo tribal reservations. Social work methods and social services, such as the Maternal and Infant Care Project at Toyei Boarding School in Arizona, are discussed. Cultural factors, such as the strong sentiment of Navajo families against the relinquishment of children are noted, together with their implication for social work practice.

_____. "Why Do Children Run Away from Boarding Schools?" Paper made available by the Shiprock Indian Agency, Bureau of Indian Affairs, Shiprock, New Mexico, undated, 9pp. (Mimeographed.)

The author examines some of the major reasons why Indian children run away from boarding schools. The main focus of the article is on the separation anxiety suffered by the child and the emotional difficulties which result. Suggestions are made as to how social workers and school staff can help prepare the child for life away from his family.

Jerdone, Clare G. "Day Care for Indian Children." Young Children, 20:3 (January, 1965), pp. 143-151.

This article addresses the need for extensive day care services of a developmental nature for Indian children and the special adaptations required to meet the unique conditions of life on the Indian reservation.

Keller, Gordon. "Bicultural Social Work and Anthropology." Social Casework, 53:8 (October, 1972), pp. 455-465.

This report is based on a field study of the Navajo Indians in Utah. Recent changes in the culture are explored including orientation to advocacy, changes in social and familial organization, and changes in ideology. The author discusses areas where changes are a direct or indirect result of Anglo-American social welfare policy and programs.

Kelly, William H. "Indians of the Southwest and the Culture Concept." Report of the Southwestern Conference on Cultural Influences on Health Services and Home Economics Programs. University of Arizona, June, 1961, 2pp. (Mimeographed.)

This brief paper describes the cultural similarities and differences among the various tribes of the Arizona Indians with respect to basic value orientations and patterns of behavior. The author warns against placing all Indians in a single cultural category because of the large diversity among Indians both within a tribe and among tribes. The consequences of urbanization such as low socioeconomic status, poor education, and confinement to reservation life have produced some common characteristics among Indians but these are common to all poor and non-White people rather than to Indians alone.

Leon, Robert L. "Maladaptive Interaction Between the Bureau of Indian Affairs Staff and Indian Clients." American Journal of Orthopsychiatry, 35:4 (July, 1965), pp. 273-280.

Dr. Leon analyzes the maladaptive interaction of passive-aggressive behavior on the part of Indian clients and the authoritarianism of the Bureau of Indian Affairs staff. He points out that similar interaction takes place in hospitals and social welfare agencies to the detriment of effective aid and planning for American Indians.

Levy, Jarrold F. "Navajo Attitudes Toward Mental Illness and Mental Retardation." Paper made available from the Shiprock Indian Agency, Bureau of Indian Affairs, Shiprock, New Mexico, undated, 5pp. (Mimeographed.)

The author discusses mental illness as it applies to the conditions of the Navajo Indians. Three major questions are addressed: (1) What is defined as mental illness both by the Navajo and by modern medicine? (2) What forms of Navajo behavior are considered normal and adaptive by Navajos but present themselves as problems to the larger American society? and (3) What forms of behavior are considered abnormal by the Navajo which are acceptable by dominant cultural standards? The Navajo culture is studied as a system functioning to satisfy the needs of all its members. The system is also examined to see where it has broken down through contact with the White culture.

Locklear, Herbert. "American Indian Myths." Social Work, 17:3 (May, 1972), pp. 72-80.

The author presents evidence based on experience and research which refutes the major stereotypes held in American society regarding the American Indian and his culture. Major problems of the Indian's adjustment to urban life are also explored. Special attention is given to the role of the "American Indian Centers" in Chicago and Baltimore in solving some of the problems outlined.

Lyslo, Arnold. "Adoptive Placement of American Indian Children with Non-Indian Families, Part I." Child Welfare, 10:5 (May, 1961), pp. 4-6.

This is the first report on the Indian Adoption Project. It gives information on the background of the project, including major objectives and methodology, and presents data on social services provided as a result of the project to Indian mothers and their children on the reservation.

Mackey, John, ed. American Indian Task Force Report. New York: Council on Social Work Education, Inc., 1973, 10pp.

The American Indian Task Force of the Council on Social Work Education was established in the fall of 1970 to identify major issues and problem areas of the American Indian community in regard to social work education and social work practice. This report covers issues and problems in the following areas: recruitment of American Indian students for schools of social work; coordination of financial assistance for the Indian student; recruitment and development of American Indian faculty members; development of curriculum content regarding American Indian culture and life styles; development of training materials and courses for paraprofessionals; and identification of academic and social problems facing American Indian students attending graduate schools of social work.

McNickle, D'Arcy. "The Sociocultural Setting of Indian Life." American Journal of Psychiatry, 125:2 (August, 1968), pp. 115-119.

It is commonly assumed that the American Indian is faced with "inevitable" assimilation, either voluntary or involuntary, into the majority culture. This author states, however, that the Indian has managed to find alternatives in the past when, in his relations with White men, he has faced seemingly inevitable choices. Illustrations from recent workshops for Indian students are used to demonstrate that, despite many problems, it may be possible for the young Indian to use skills acquired from the majority culture to support his traditional society.

Polacca, Kathryn. "Ways of Working with Navajos Who Have Not Learned the White Man's Ways." Navajo Times, September 8, 1966.

This paper is designed to aid in understanding the Navajo people. Cultural values and patterns in the following areas are discussed: expression of difference of opinion; difficulties with the English language; use of derogatory remarks; asking personal questions; being a good listener; visiting the hogan; how to act around Navajo babies and very young children; and differences in time orientation.

Wauneka, Annie D. "Avoidance of Emotional Disturbances." Paper presented at workshop proceedings, Emotional Problems of the Indian Students in Boarding Schools and Related Schools. Albuquerque, New Mexico, April, 1960, 4pp. (Mimeographed.)

The author addresses herself to the emotional difficulties experienced by the Navajo child who is sent away from the family and the reservation to be educated in a boarding school. The point is made that the Navajo people prefer to have their children educated in the local community, but adequate resources are not provided to accommodate most of the children of school age. Suggestions are made about staffing and program design of boarding schools to lessen the emotional problems for the Indian child associated with adjustment to a different milieu.

Wright, Mike. "Hannahville Potawatomis Win in Federal Court Decision." Nishnawbe News, Marquette, Michigan: Organization of North American Indian Students (Late Fall, 1973), p. 7.

This article reports on the outcome of a suit brought by a group of Michigan Indians against the Michigan Department of Social Services to prevent the transracial adoptive placement of two Indian children of their tribe. The underlying issues discussed are the racist nature of the decision to place the children transracially because the reservation was judged to be an unfit place to rear a child, and the problems of the cultural survival of the group.

_____. "Indians of Michigan Claim State Has No Jurisdiction in Adoption Cases." Nishnawbe News, Marquette, Michigan: Organization of North American Indian Students, August, 1972, p. 5.

This article relates the facts of a suit brought by the Potowatomis of Hannahville, Michigan community on behalf of three Indian children placed with the Michigan Department of Social Services, who were subsequently sent by the Department to Florida for adoption by a white family. Issues raised by the suit include the matter of who has legal jurisdiction of adoption cases involving Indian children, and the underlying issue of Indian resentment at the loss of their children through transracial adoption.

SECTION II: ASIAN AMERICANS

Chen, Pei-Ngor. "The Chinese Community in Los Angeles." Social Casework, 51:10 (December, 1970), pp. 591-598.

This report is based on the author's observations of the Chinese community in Los Angeles. Data are presented to dispell the myth that Chinese Americans have no serious social problems. Seven steps are outlined to guide social workers in their work with the Chinese American community.

_____. "Samoans in California." Social Work, 18:2 (March, 1973), pp. 41-48.

Demographic and cultural data are presented about these Polynesian people who have settled in California. Suggestions are offered for making social work practice more relevant to the needs of the Samoan American community. Among these are: the development of multi-service centers; bilingual and bi-cultural staffing; and the development of self-help groups--all of which are compatible with Samoan cultural values and patterns of social behavior.

Fong, Stanley L.M. "Assimilation and Changing Social Roles of Chinese Americans." Asian-Americans: A Success Story. Edited by Stanley Sue and Harry H.L. Kitano. Special publication of The Journal of Social Issues, 29:2 (1973), pp. 115-128.

This article is concerned with the effects of social change on role relationships and adjustment of Chinese Americans. The authors' basic premise is that the influences of cultural and social assimilation have undermined the commitment of Chinese youths to traditional cultural norms, and social disequilibrium can be seen within the family as well as outside the home. Some of the changes noted in psychological and social characteristics are examined from empirical studies.

_____. "Assimilation of Chinese in America: Changes in Orientation and Social Perception." American Journal of Sociology, 71 (November, 1965), pp. 265-273.

This article reports on 336 Chinese college students whose assimilation orientation and social perceptions were studied. The psychometric findings supported the thesis that as Chinese become progressively removed from their ancestral culture and in greater contact with the dominant American culture, they show a concurrent increase in their assimilation orientation and in their internalization of American perceptual norms. The indexes of progressive removal utilized were generation, citizenship, residence area, and social groups.

_____. "Identity Conflicts of Chinese Adolescents in San Francisco." Minority Group Adolescents in the United States. Edited by E.B. Brody. Baltimore: Williams and Wilkins, 1968, pp. 111-132.

The author discusses the dominant cultural patterns and values of the traditional Chinese society and how these differ from the dominant values of American society. The resultant culture conflict for the Chinese child is explored. The role of the Chinese school as an agent of socialization and cultural continuity is outlined. Other areas covered are development of street clubs and gangs among Chinese youth; the relationship between American-born and China-born youths; and the heterogeneity of personality types in the Chinese community, according to the degree of ethnic identification and the desire to get ahead in American society.

Humble, Terry; Rami Masigla; Shirley Keating; and Mike Kato. "Samoan Project." Printed by permission: For Los Angeles County Asian Outreach Team, undated, 18 pp. (Mimeographed.)

This report covers a wide range of topics related to Samoan immigration and present Samoan culture in the United States. Because Samoan immigration did not begin until after World War II, it has been possible to observe the cultural transition from Samoan culture to United States culture and the differences between first and second generation Samoans as a result of this transition. It is in the light of this transition that the authors consider Samoan family systems and how they have changed as a result of the assimilative process; employment; the role of religion; and the problems faced by Samoan-Americans in their relations with the dominant culture.

Kim, Bok-Lim C. "Asian-Americans: No Model Minority." Social Work, 18:3 (May, 1973), pp. 44-53.

The author discusses several ethnic sub-groups which comprise "Asian-Americans": Chinese, Filipinos, Japanese, and Koreans, principally. Historical and cultural overviews are given for each group including migration patterns and the effects of racial prejudice on the adjustment of each group to the American scene. Major social issues and social problems are outlined.

_____. "Casework with Japanese and Korean Wives of Americans." Social Casework, 53:5 (May, 1972), pp. 273-279.

This article outlines findings based on data collected in a study of the problems of adjustment and acculturation of Japanese and Korean wives of American veterans. Guidelines are set forth for developing special services to help this group.

Kuramoto, Ford H. "What Do Asians Want? An Examination of Issues in Social Work Education." Journal of Education in Social Work, 7 (Fall, 1971), pp. 7-17.

Brief historical overview and current sociological data on Asian-American groups are presented. Implications of cultural factors and recent political developments for social work practice and education are outlined. Major problem areas in the Asian-American community are highlighted and the author refutes as myth the common belief that Asian-Americans have few social problems.

McDermott, Robert E. "Oriental Adoptive Placements." Catholic Charities Review, 49:4 (April, 1965), pp. 24-25.

This is a brief report about the recruitment efforts of the Catholic Social Service Bureau in Green Bay, Wisconsin to find adoptive homes for Asian children—particularly Chinese and Korean. The process of selection of parents, the actual placement procedure and outcome are discussed.

Murase, Kenji, ed. Asian American Task Force Report. New York: Council on Social Work Education, Inc., 1973. 48pp.

The Asian American Task Force of the Council on Social Work Education came into being in response to pressures generated by Asian American communities heretofore ignored and overlooked. The task force defined its objectives as the identification of the relevant issues in social work education with respect to Asian Americans involving four areas of concern: community involvement; delivery of services; recruitment of students and faculty: and curriculum content. This publication represents a compilation of reports developed by the four subcommittees created to study these areas.

Nicol, Marjorie Sloan. "Characteristics of Chinese-American Children with Problems." Smith College Studies in Social Work, 36:3 (June, 1966), pp. 234-256.

This report which was an MSW thesis is based on an examination of the demographic and psychological characteristics of Chinese American children and youth referred for a specified five year period to the Bureau of Child Guidance in New York City's Chinatown (Lower Manhattan Office). Of special interest and importance are problems of acculturation and culture-conflict which exist for children from traditional Chinese families who are also trying to adhere to dominant American social values.

Petersen, William. Japanese Americans. New York: Random House, 1971, 268 pp.

This volume, one in a series of books written on ethnic minorities in the United States, is a comprehensive history and sociological analysis of Japanese Americans. The chapters represent a wide range of topics: the anomaly of Japanese Americans; migration patterns and statistics; dual nationality; community organizations; Japanese language schools; the World War II relocation camp experience; the post-war years; social welfare; crime and delinquency; illness and death; the rise of modern Japan; Japanese religions; the family from the kinship groups in Japan through the various generations in the United States--Issei, Nisei, and Sansei and the Japanese as a subnation.

Salumbides, Conrad A., and Committee. "The Filipino Americans." Paper presented at the Asians Coming Together Conference, UCLA, July, 1968, 2 (Mimeographed.)

This paper outlines major demographic data on the Filipino American population. Information is presented on ethnic and racial composition of this group; population statistics; residence patterns; educational attainment; occupation and rate of unemployment; income; and pattern and size of the family group. Cultural values such as hiya or shame are pointed out as being part of the reason why many Filipinos live in depressed circumstances rather than ask for financial assistance.

Sollenberger, Richard T. "Chinese-American Child Rearing Practices and Juvenile Delinquency." Journal of Social Psychology, 74 (February, 1968), pp. 13-23.

The information presented in this article is based on a field study of 69 Chinese American mothers and their children. The main point made is that certain child rearing practices of these mothers, especially those aimed at the control of aggression and the promotion of harmony and cooperation in family relationships, explain in part the low level of juvenile delinquency in the Chinese American community in 1968.

Sue, Stanley and Harry H. L. Kitano. Asian-Americans: A Success Story. Special publication of The Journal of Social Issues, 29:2 (1973), 218pp.

This book represents an anthology of writings by sociologists, many of them Asian Americans, about various aspects of the social and economic situation of people of Asian decent in the United States. The topics covered are: the myth of the Asians as a model minority; socioeconomic mobility: intermarriage; stereotypes: the search for identity and assimilation: psychological problems and mental illness: problems of the elderly; and political activism.

Yamamoto, Joe. "Japanese American Identity Crisis." Minority Group Adolescents in the United States. Edited by E.B. Brody. Baltimore: William and Wilkins, 1968, pp. 133-156.

Written by a psychiatrist, this chapter discusses the identity problems of the three generations of Japanese in American society with special emphasis on the Nisei—the second generation Japanese born in the United States. Much of the article focuses on the detention of Japanese Americans in camps during the Second World War and the effects of this detention on the attitude of other Americans toward the Japanese and the attitude of the Japanese Americans toward themselves. Areas of culture conflict between traditional Japanese cultural values and the American cultural pattern are discussed and case examples are presented to illustrate the consequences of this conflict for Japanese American youth.

SECTION III: BLACKS

Andrews, Roberta G. "Permanent Placement of Negro Children Through Quasi-Adoption." Child Welfare, 47:10 (December, 1968), pp. 583-586.

This article is a report on the Quasi-Adoption Program developed by the Children's Aid Society of Pennsylvania in the spring and summer of 1964 to meet the special needs of Black adoptable children. The philosophy and procedural aspects of the program are discussed with an illustrative case example. Problem areas are outlined and implications of this kind of service for meeting the needs of minority children are drawn.

Billingsley, Andrew. Black Families in White America. Englewood Cliffs, N.J.: Prentice-Hall Press, 1968, 215 pp.

A comprehensive book about Black family life including social, economic and cultural aspects. The central theme of the book is to provide information which will promote an understanding of the Black family as a varied and complex institution within the Black community, which is highly interdependent with other institutions in the wider American society.

_____. "Ethnic Dimensions in Child Care." Paper presented at the Conference on Child Care, sponsored by the City of New York, Special Services for Children, February 20, 1973, 19 pp. (Mimeographed.)

In this paper, the author outlines several major factors which prevent agencies from effectively serving the needs of Black Protestant children. These are: racism, professionalism, sectarianism, and bureaucracy. It is around these four areas of concern that the author develops guidelines and suggestions for change in agency procedures and worker attitudes.

Billingsley, Andrew, and Jeanne M. Giovannoni. Children of the Storm: Black Children and American Child Welfare. New York: Harcourt, Brace, Jovanovich, 1972, 256pp.

A brief historical and sociological overview of child welfare services in American social welfare and their relationship to the special needs of the Black child. Failures of the current system are highlighted and recommendations are made for the public and private sectors for increasing the relevance of their programs to the situation of the Black child. A case is made for the development of a separate Black child welfare system designed for and by Black people for their children.

Braithewaite, E.R. Paid Servant. New York: McGraw Hill Co., 1968, 219pp.

This book is about a child of mixed parentage who encounters all of the problems associated with finding adoptive homes for children of minority group status. The author addresses himself to the failure of the British child welfare system to respond to the needs of thischild, and to the bureaucracy, professionalism, and racism encountered. Although set in London, the problems apparent in the story are applicable to the American child welfare scene.

Chestang, Leon W. Character Development in a Hostile Environment, Occasional Paper No. 3. Chicago: School of Social Service Administration, University of Chicago, November, 1972, 12pp.

The author states that social work must devise and be guided by concepts which comprehend the nature, structure, and dynamics of the Black experience as a social syndrome which develops from the values, norms, and beliefs projected and acted upon by the larger society, and dealt with and integrated by members of the Black community. This paper seeks to outline an operational articulation of the Black experience both for descriptive purposes and to analyze the characterological responses that result from it.

_____. "The Dilemma of Biracial Adoption." Social Work, 17:3 (May, 1972), pp. 100-110.

The author outlines what he believes to be the dangers inherent in the adoption of a Black child by a White family. The nature of the "Black experience" is discussed ind its implications for socialization of the Black child are explored. It is the position of the author that because White adoptive parents could not have experienced the unique status of being Black in a White racist society (i.e., the Black experience), they cannot effectively socialize the Black child to function in a society which devalues him, nor could they prepare the child for the inevitable rejection he will have to face.

Fischer, Clarence B. "Homes for Black Children." Child Welfare, 50:2 (February, 1971), pp. 108-111.

The author outlines some of the major obstacles to the adoption of Black children by Black families. The Homes for Black Children Project undertaken by the Lutheran Children's Friends Society of Detroit in 1969 is used as an example of how innovative approaches can be designed and utilized to recruit Black adoptive parents for Black children who need homes.

Francis, Aracelis, ed. Black Task Force Report: Suggested Guide for the Integration of Black Content into the Social Work Curriculum. New York: Council on Social Work Education, Inc., 1973, 19pp.

At the June 1970 workshop sponsored by the Council on Social Work Education on Problems and Needs of the Black Community - Issues, Development, and Perceptions: Implications for Social Work Education, Black social work educators analyzed means of restructuring social work education to relate it more meaningfully to the Black community. The major concerns identified by this task force were development of curriculum content on Blacks for social work education and the development of programs to increase the number and enhance the utilization of Black social work educators in graduate schools of social work and undergraduate programs of social welfare.

Gallagher, Ursula. "Adoption Resources for Black Children." Children, 18:2 (March-April, 1971), pp. 49-53.

This article reviews some of the major changes made by agencies in their adoption policies to meet the special needs of Black children. Among these are employment of the adoptive mother; lessening age limitations; income requirements; single-parent adoptions; and transracial adoptions. In connection with transracial adoption, the author discusses: the qualities found in and desired in couples who have successfully cared for the child of another race; the controversy over transracial adoptive placements; and the need for active recruitment of Black adoptive parents for Black children.

Glasgow, Douglass. "Black Power Through Community Control." Social Work, 17:3 (May, 1972), pp. 59-64.

The author's main point is that choosing between separatism and integration is not the principal issue for Black people today. The decisive issues from a Black perspective are self-determination, community control, and achievement of power. This article is about the failure of social work to deal with these issues and it is his contention that ideological beliefs supported by misconceptions stand in the way of any major change in the profession's focus. The main purpose of the article is to outline these issues for the use of social workers - both White and Black - so that they may redesign their practices in light of these concerns.

Herzog, Elizabeth; Cecilia Sudia; Jane Harwood; and Carol Newcomb. Families for Black Children: The Search for Adoptive Parents: An Experience Survey. Washington, D.C.: Government Printing Office, 1971, 78pp.

This is a cooperative report of the Division of Research and Evaluation, Children's Bureau, Office of Child Development and the Social Research Group at George Washington University. In the report are the opinions of a wide range of individuals concerned with the Black community, the opinion of adoptive parents, and opinions of social workers involved in the adoption of Black children which express their ideas and suggestions for recruiting more families for Black children who need permanent homes.

Herzog, Elizabeth; Cecilia Sudia; and Jane Harwood. "Some Opinions on Finding Families for Black Children." Children, 18:4 (July-August, 1971), pp. 143-148.

This article outlines some of the patterns of respondent attitudes which the authors found in their study on Families for Black Children. Major areas discussed are: why people do not adopt Black children; agency-centered deterrents to adoption; enlarging the target group; and recruiting adoptive parents.

Hill, Robert. Strengths of Black Families: A National Urban League Research Study. New York: Emerson Hall, Inc., 1971, 76pp.

In this book the author has collected, analyzed and interpreted substantial data bearing on the way in which Black families have been able to survive in a hostile environment. He addresses several dominant beliefs about the Black family such as matriarchy, instability, and inability to prepare children for productive lives, and presents evidence to refute current myths relating to the Black family.

Husbands, Ann. "The Developmental Tasks of the Black Foster Child." Social Casework, 51:7 (July, 1970), pp. 406-409.

The author discusses the problems of the Black foster child as he attempts to establish self-identity and an identity with the foster family on three levels: biological, racial, and social. Suggestions are outlined for social workers in the field of foster care which will enable them to effectively help the Black foster child to develop healthy self concepts on these three dimensions.

Jones, Edmond D. "On Transracial Adoption of Black Children." Child Welfare, LI:3 (March, 1972), pp. 156-164.

Transracial adoptions have been encouraged widely as a way to meet the needs of many Black children. This practice and the agency philosophy behind it are challenged in the light of today's social realities. The author's basic premise in opposing placement of Black children in White homes is that being Black in the United States is a special state of being, and that in this time of intense racial polarity recognition of the uniqueness of the Black experience is paramount. The question is raised as to the ability of the White parent, no matter how well intentioned, to grasp the totality of the problem of being Black in a racist society.

Madison, Bernice Q., and Michael Schapiro. "Black Adoption-Issues and Policies: Review of the Literature." Social Service Review, 47:4 (December, 1973), pp. 531-555.

This paper discusses developments in Black adoptions from 1945 to the present. Special attention is given to efforts of the social work profession to increase and improve adoptive services for Black children. These efforts are related both to the broad social forces that influence this area of child welfare practice and to quantitative outcomes. Factors that increase or decrease effectiveness in reaching desired objectives are also analyzed.

Manning, Seton W. "The Changing Negro Family: Implications for the Adoption of Children." Child Welfare, 43:9 (November, 1964), pp. 480-485.

The author's principal thesis is that adoption agencies have planned their service delivery strategies on the assumption that the number of Black families who would adopt would increase as Blacks move up the socioeconomic scale. He challenges these assumptions by an examination of the attitudes of middle and lower class Black families toward adoption.

National Association of Black Social Workers. "Position Statement on Transracial Adoption." National Association of Black Social Workers News, 1:1 (January, 1973), p. 1.

Position statement of the Association of Black Social Workers stating their position against the transracial adoption of Black children by White families and their reasons for taking this position.

Pierce, Chester M. "Problems of the Negro Adolescent in the Next Decade." Minority Group Adolescents in the United States. Edited by E.B. Brody. Baltimore: William and Wilkins, 1968, pp. 17-47.

The author focuses on the social and economic problems which face the developing Black youth, and their psychological effects. The first part of the article addresses some general and impersonal issues which have bearing on the formation and perpetuation of observed attitudes of dissatisfaction and anxiousness. These issues are: the existence of thermonuclear weaponry; the rapid expansion and dissemination of knowledge; and the world war on poverty. Discussion centers primarily on the Black youth's awareness of the social blocks to his complete development; levels of privilege; what he must do to move up in society; and the development of a Black Consciousness.

Saunders, Marie Simmons. "The Ghetto: Some Perceptions of a Black Social Worker." Social Work, 14:4 (October, 1969), pp. 84-88.

This article, addressed primarily to White social workers working in the Black ghetto, is an attempt to provide the worker with information which will increase his understanding of the Black man's adaptation to a hostile society. Many of the characteristics of ghetto life styles are examined, and explanations are offered for how they developed.

Scanzoni, John H. The Black Family in Modern Society. Boston: Allyn and Bacon, Inc., 1971, 353pp.
The main data base for information on the Black family presented in this book is a study of 400 intact Black families in the Indianapolis metropolitan area in 1968. The goal of the author is to generate a systematic social theory that not only subsumes general family patterns, but also accounts for the significant differences by subgroups within the black community.

Shannon, Barbara. "The Impact of Racism on Personality Development." Social Casework, 54:9 (November, 1973), pp. 519-525.
The principal thesis of this article is that continual victimization by racist strategies and the limitations which result are social realities for all Black people, regardless of social status. Psychological factors associated with these conditions are outlined in the article, and suggestions are made for social workers for improving their diagnostic assessments of Black clients and developing more creative treatment approaches.

Sharrar, Mary Lou. "Attitude of Black Natural Parents Regarding Adoption." Child Welfare, 50:5 (May, 1971), pp. 286-289.
This report is based on 300 interviews with Black unwed mothers to determine their attitudes about adoption, relinquishment and adoptive parents. Attitudes found to be common are delineated along with recommendations for workers who wish to increase the effectiveness of their work with this group.

Small, Willie V. "A Black Practice in Foster Care." Paper presented at the workshop, Comprehensive Black Child Welfare, at the Fifth Annual Conference of the National Association of Black Social Workers, New York, New York, April 20, 1973, 34pp. (Mimeographed.)
This paper focused on the experiences of the Children's Service, Inc. of Philadelphia, Pennsylvania which has for over 86 years served Black children and their families. Special emphasis is given to the special foster care program designed for Black adolescent males and sibling groups — those children most victimized by social and personal tragedy and least acceptable to other child-caring agencies.

SECTION IV: MEXICAN AMERICANS

Aquilar, Ignacio. "Initial Contacts with Mexican-American Families." Social Work, 17:3 (May, 1972), pp. 66-70.

The author outlines dominant cultural values and behavior patterns in the Mexican American community. It is suggested that casework interviews with Mexican American families respect and recognize these unique cultural values. A case example is offered to illustrate how casework technique was adapted to provide effective counseling and achieve agency-client partnership.

Atencio, Thomas C. "The Survival of La Raza Despite Social Services." Social Casework, 52:5 (May, 1971), pp. 262-268.

The author discusses the relevance of social work practice and social work education to the social reality of the Chicano client. Chicano clients have found the social worker role has traditionally been to help them to adjust to a second-class position in society. Suggestions are offered for re-evaluating and changing current social work practices in order to improve services for the Mexican American community.

Ballesteros, David. "Understanding the Bicultural Child." Paper presented at the Early Childhood Special Education Manpower Needs Conference in ashington, D.C., December 9, 1971, 15pp. (Mimeographed.)

This paper, although primarily written for educators, has implications for social workers in bilingual settings. The basic premise is that understanding the individual and gaining insight into linguistic, learning and behavioral patterns are prerequisites to any effective training program for work with Spanish-speaking children. The author addresses himself to failure of the primary educational system to effectively institute bilingual education and the role that politics plays in this failure, as well as to the educational and emotional consequences for the Mexican American, Puerto Rican, and other Spanish-speaking children.

Casavantes, Edward J. A New Look at the Attributes of the Mexican-American. Albuquerque, New Mexico: Southwestern Cooperative Educational Lab., March, 1969, 17pp.

The author attempts to re-examine many of the characteristics which sociologists and anthropologists have associated with the Mexican American population in terms of the "Culture of Poverty" concept. Many of these attributes, which have been used as stereotypes in references to Mexican Americans, are not inherent or intrinsic parts of the Mexican American or Spanish culture or tradition.

Curren, D.J., ed. The Chicano Faculty Development Program: A Report. New York: Council on Social Work Education, Inc., 1973, 125pp.

This is a report of the objectives and evaluation of the Chicano Faculty Development Program, sponsored by the Council on Social Work Education. This project sought to develop an initial understanding of teaching-learning content in curricula that would be useful to Chicano teachers in social work settings. The report also discussed the program's efforts to develop Chicano content in existing social work curricula.

Derbyshire, Robert L. "Adolescent Identity Crisis in Urban Mexican Americans in East Los Angeles." Minority Group Adolescents in the United States. Edited by E.B. Brody. Baltimore: William and Wilkins, 1968, pp. 73-110.

This article focuses on factors associated with the adolescent identity crisis of Mexican American youth residing in the most economically depressed area of East Los Angeles. Data are presented to support the thesis that this crisis is influenced by the dominant culture's lack of acceptance of Mexican American cultural diversity. The role conflict it engenders leads to vulnerability to deviant behavior of Mexican American urban youth.

Garcia, Alejandro. "The Chicano and Social Work." Social Casework, 52:5 (May, 1971), pp. 274-278.

This article focuses on the major problems Chicanos face in a racially hostile society, and the failure of current social work practices to help alleviate these problems. To improve social work services for Mexican Americans the author suggests that social workers familiarize themselves with the Chicano life-style and the role of religion and superstition in the Chicano culture. The full utilization of Chicano social workers by social agencies is recommended.

Hayden, Robert G. "Spanish-Americans of the Southwest: Life Style Patterns and Their Implications." Welfare in Review, 40:4 (April, 1966), pp. 14-25.

The primary orientation of this article is that is is essential for Spanish Americans of the Southwest to have greater equality of opportunity without being forced to abandon their cultural tradition. The viewpoint is that more complete integration of Spanish Americans into the opportunity structure of American life is desirable, but that complete assimilation at the expense of ethnic identity is both impractical and undesirable. Specific areas covered are: core values, aspirations, and social mobility; sanctioning and encouraging biculturalism; role differentiation in the family; individualism, social constraints, and ambition; the importance of religious and related beliefs; and relations to welfare workers.

Heller, Celia S. Mexican-American Youth. New York: Random House, 1966, 113pp.

This book reports data from a study done by the author of Mexican American youth in Los Angeles. The report includes the origin and background of this Mexican American community with historical and demographic material on size of the Mexican American population, school experience, delinquency, and obstacles to full acculturation and upward mobility.

Interstate Research Associates. Approaches for the Institutionalization of Bilingual-Bicultural Head Start Programs Serving the Chicano Child. 1972,

This is a guidebook for Headstart and preschool program planners who are developing programs for the Chicano child. Emphasis is placed on recognizing the bilingual and bicultural nature of the child and his previous experience. Specific areas in which program suggestions are offered are: use of bilingual, bicultural staff; ego-building and promotion of ethnic pride; language development; use of ethnic foods, songs, dance, artifacts in the classroom; parental involvement in the program; encouragement of community participation; and integration of the home and school environment.

Knoll, Faustina Ramirez. "Casework Services for Mexican-Americans." Social Casework, 52:5 (May, 1971), pp. 279-284.

The author discusses the major social problems of the Mexican American residents of Detroit's barrio. The main point of the article is that community agencies must relate to the needs of barrio residents, who may be new immigrants,to help them cope with problems of living in an urban setting. Case illustrations are presented to highlight problems and possible intervention approaches.

Mangold, Margaret M., ed. La Causa Chicana: The Movement for Justice. New York: Family Service Association of America, 1972, 218pp.

This book, a collection of articles written by and about Chicanos, presents information useful to social workers and members of other helping professions in becoming involved in the movement by Mexican Americans to achieve first class citizenship. The focus is on the historical background, cultural derivatives, and value system of this group. The areas covered are: the Chicano Movement; Chicanos and the media; Chicanos and racism; psychological research and the Mexican American; the Chicano and social work; status of religion in the Chicano community; and the socioeconomic situation of the Chicano migrant.

Montiel, Miguel. "The Chicano Family: A Review of Research." Social Work, 18:3 (March, 1973), pp. 22-31.

The author reviews some of the major studies focused on the role of the traditional Chicano family in the socialization of the Chicano child, and evaluates the studies' findings for social work and educational intervention. The main purpose of the article is to help the worker shift focus of the intervention away from the Chicano clients toward the social and educational institutions that supposedly serve them.

Penalosa, Fernando. "Mexican Family Roles." Journal of Marriage and the Family, 30 (November, 1968), pp. 680-689.

This article is based on a synthesis of major writings of Mexican social scientists on the nature of family roles and family interaction in the Mexican and Mexican American family. Major Mexican studies of the family are reviewed, as well as information from these studies about male-female and family role relationships. Most of the studies reported on reinforce the thesis that Mexican family roles are primarily determined by submission of females to males and younger people to older people.

_____. "Recent Changes Among Chicanos." Sociology and Social Research, 55:1 (October, 1970), pp. 47-51.

A discussion of recent socio-political developments in the Mexican American community of Southern California. The implications of the term "Chicano" are discussed as well as the developing sense of community. Mexican American subculture, its values and life styles, are looked at as well as the problems of assimilation and acculturation.

Ruiz, Juliette, ed. Chicano Task Force Report. New York: Council on Social Work Education, Inc., 1973, 24pp.

The Chicano Task Force of the Council on Social Work Education was mobilized in late 1970. In its first year the primary purpose was to identify key problems and issues in the Chicano community as they related to social work education. During the second year individuals from other areas participated to form an inter-disciplinary approach. Five problem areas were defined for study: leadership development; research; development of a bicultural-bilingual service delivery model; curriculum development and manpower training. Recommendations are offered to make services more relevant to the special needs of Chicano clients and social workers.

Sotomayor, Marta. "Mexican American Interaction with Social Systems." Social Casework, 52:5 (May, 1971), pp. 317-323.

The central thesis of this article is that a significant number of weaknesses formerly attributed to the internal dynamics of the Mexican American family can be ascribed to the limitations created by external systems. Several major beliefs about the Mexican American family are discussed,such as patriarchy, machismo, and socialization of children. The author calls for the understanding of the Mexican Americans as a colonized and socially oppressed people, two outside factors which have had profound effects on family life.

United States Commission on Civil Rights. Toward Quality Education for Mexican Americans. Washington, D.C.: Government Printing Office, February 1974, 269pp.

This is the sixth and final report of the Commission's series investigating barriers to equal educational opportunities for Mexican American children in the public schools of the Southwest. The report focuses attention on specific problems in the education of the Mexican child and recommends actions at various levels. Findings and recommendations are based primarily on study data obtained in the schools of five states: Arizona, California, Colorado, New Mexico, and Texas. Major findings depict an educational system which ignores the language and culture of Mexican students.

Wagner, Nathaniel N., and Marsha J. Hough. Chicanos: Social and Psychological Perspectives. St. Louis: C. W. Mosby Co., 1971, 294pp.

An edited collection of articles covering the following aspects of the Chicano culture: Interethnic perceptions; sex roles and the family; personality studies; Chicanos and the law; Chicanos and the school; and mental health in the Chicano community.

SECTION V: PUERTO RICANS

Araoz, Daniel Leon. "Male Puerto Rican Parental Self Image (How Puerto Rican Men in New York Feel About Being Fathers)." Unpublished Ph.D. dissertation, Columbia University, 1969.

This study deals with the Puerto Rican man's perception of the parental role, and his assessment of how well he is fulfilling the demands of that role. Respondents' attitudes about the extent of failure to fulfill the parental role and reasons for such failure are explored.

Bress, Irwin. "The Incidence of Compadrazgo Among Puerto Ricans in Chicago." Journal of Social and Economic Studies, 12:4 (December, 1963), pp. 475-480.

This article reports the findings of a qualitative and quantitative survey of the form which ritual co-parenthood takes in the Puerto Rican community of Chicago, and of its social role.

Budner, Stanley; Laurence Goodman; and Rosa Aponte. "The Minority Retardate: A Paradox and a Problem in Definition." Social Service Review, 43:2 (June, 1966), pp. 174-183.

The authors examine the special problems of the minority retardate, specifically the Puerto Rican retarded child, with implications for all retarded children who are of minority background. Community and family attitudes about retardation and the retarded child are discussed as well as patterns of utilization of institutional facilities for the retarded by Puerto Rican families.

Campos, Angel P. "Proposed Strategy for the 1970's." Social Casework, 55:2 (February, 1974), pp. 111-116.

In this article the author evaluates the Puerto Rican Community Development Project—a self-help effort aimed at strengthening the Puerto Rican family and cultural institutions and making maximum use of educational opportunities. There was maximum feasible participation by the Puerto Rican community at all levels, including decision making; however, the author reports that problems of bureaucracy developed in the attempt to relate cumbersome old and new structures for planning and administration, with concomitant wasting of funds and duplication of effort. An alternative strategy for social change in the Puerto Rican community is put forth.

Cordasco, Francesco, "The Puerto Rican Child in the American School." Journal of Negro Education, 36:2 (September, 1967), pp. 181-186.

The author outlines the challenges which face the teacher who must teach English as a second language to pupils who are not only non-English speaking but living in conditions of poverty and differing cultural values. Techniques required for successfully meeting this task are discussed as well as the recommendation that the teacher be knowledgeable regarding the child's cultural background.

Cordasco, Francesco, and Eugene Bucchioni. The Puerto Rican Community and Its Children on the Mainland: A Source Book for Teachers, Social Workers and other Professionals. Metuchen, N.J.: Scarecrow Press, Inc., 1972 460pp.

This book is a collection of articles written on various aspects of the Puerto Rican culture, specifically: cultural values and dominant belief systems; the Puerto Rican family; the Puerto Rican experience on the mainland and concomitant problems of conflict and acculturation; and the experiences of Puerto Rican children in North American schools. The stated purpose is to provide a general framework for persons in helping professions who work with the Puerto Rican community, particularly children.

_____. The Puerto Rican Experience: A Sociological Sourcebook. Totowa, New Jersey: Littlefield, Adams and Co., 1973, 364pp.

This book provides an overview of the cultural, political, and economic background of Puerto Ricans on the Island. Data about migration to the mainland, including return migration, are presented, as well as a perspective on acculturation and the mainland experiences of Puerto Ricans.

Cordasco, Francesco; Eugene Bucchioni; and Diego Castellanos. Puerto Ricans on the United States Mainland. Totowa, New Jersey: Rowman and Littlefield, 1972, 145pp.

This bibliography was prepared in view of the proliferation of literature on the Puerto Rican experience on the mainland. Various sections cover the migration of Puerto Ricans to the mainland; the Island experience; the mainland experience deriving from the dynamics of conflict and acculturation; educational experiences; and Puerto Rican power and community solidarity. Also addressed are the experiences of Puerto Ricans in the context of social needs such as health, housing, employment and other human needs.

Delgado, Melvin. "Social Work and the Puerto Rican Community." Social Casework, 55:2 (February, 1974), pp. 117-123.

The author uses the social conditions of the Puerto Rican community in the South Bronx to exemplify the problems and needs of the Puerto Rican in a large urban setting, especially the plight of the recent immigrant. Examples from his personal experiences as a graduate student in social work are highlighted to show how professional education and social work practice have failed in meeting the needs of minority people and providing services for the poor and powerless.

Fitzpatrick, Joseph P. "The Family Transition to the Mainland." Puerto Rican Americans, Englewood Cliffs, N.J.: Prentice Hall, 1971, pp. 92-100.

This book provides an overview of life in New York City's Puerto Rican community. Areas covered include the following: the dynamics of migration; problems of identity and acculturation; the Island background; the Puerto Rican family; the problem of color; influences of religion on Puerto Rican culture; Puerto Ricans and New York City's schools; and the major social welfare problems such as public assistance, mental illness, and drug abuse.

Garber, Michael; Laurence Goodman; and Rosa Aponte. "The Ghetto as a Source of Foster Homes." Child Welfare, 49:5 (May, 1970), pp. 246-251.

This article is a report of an experimental project undertaken by the St. Dominic's Child Care Agency in New York to actively recruit Puerto Rican foster parents from the ghetto. Of special interest is the role the church played in this recruitment effort. The principal aim of the project was to find ghetto families whose culture and life style reflected that of the natural family. The purpose was to promote the cultural identity of the child and foster family as well as continuity of environment, so that when the child returns to his own family the transition will be smoother.

Gonzales, Augustin. "The Struggle to Develop Self Help Institutions." Social Casework, 55:2 (February, 1974), pp. 90-93.

This article is the personal account of the author's efforts at developing a program offering bilingual and bicultural counseling services to Puerto Rican newcomers to New York City. It relates the philosophy and creation of the Puerto Rican Family Institute in New York City. Major difficulties encountered in implementing the programs of the Institute are discussed.

Longres, John. Perspectives From the Puerto Rican Faculty Training Program. Chapter II. New York: Council on Social Work Education, Inc., 1973, pp. 8-18.

The report describes the experiences and perspectives of a group of twenty-five Puerto Rican social work professionals who met under the auspices of the Council on Social Work Education. In Chapter II of the report, the group's feelings about the importance of the recognition of culture and ethnic identity are discussed. A statement of social change goals for the Puerto Rican community is made. This includes the establishment of ethnically based institutions such as schools, foster care, and child placement services, as a means of better meeting the needs of the Puerto Rican community.

Miranda, Magdalena, ed. Puerto Rican Task Force Report. New York: Council on Social Work Education, Inc. 1973, 16pp.

The Puerto Rican Task Force of the Council on Social Work Education was made up of trained Puerto Rican social workers in the United States. Its purpose was to review social work needs and goals for Puerto Ricans in the coming decade and suggest how social work and social work education can be more responsive to the needs of the Puerto Rican communities on the mainland. Information is given on current trends in Puerto Rican thought; social work education and Puerto Rican needs; demographic data on the Puerto Rican population; recommendations to schools of social work; and recommendations to organizations and institutions.

Mizio, Emilicia. "Impact of External Systems on the Puerto Rican Family." Social Casework, 55:2 (February, 1974), pp. 76-83.

The author's main thesis is that the Puerto Rican family is an extended family and as such is subject to many sources of strain from the sociological institutions of American society, in which the nuclear family unit is the established norm. Cultural values and behavioral adaptations which are part of the Puerto Rican family system are discussed, as well as ways in which they conflict with dominant cultural norms.

_____. "Puerto Rican Social Workers and Racism." Social Casework, 53:5 (May, 1972), pp. 267-272.

The author addresses herself to the need for agencies to make full utilization of Puerto Rican social workers. The principal point made is that racism on the part of other social workers, administrators and schools of social work hampers the training and use of Puerto Rican workers, and relegates them to an inferior position in the social work professional hierarchy.

Montalvo, Braulio. "Home-School Conflict and the Puerto Rican Child." Social Casework, 55:2 (February, 1974), pp. 100-110.

The main point made by the author in this article is that despite good intentions and the development of special projects for Puerto Rican children, existing educational systems are critically hampered by a lack of knowledge and appreciation on the part of staff and administrators of Puerto Rican cultural patterns. Several case vignettes are presented to illustrate.

New York Committee for Puerto Rican Children. "Recommendations for the Care of Puerto Rican Children." New York, February 20, 1973, 5pp. (Mimeographed.)

This committee, composed of Puerto Rican social workers, sets forth recommendations for improving services for Puerto Rican children especially in the area of foster care. Recommendations are made for work with natural parents, work with the foster families, and needed changes in the laws and regulations governing the administration of foster care services.

Preble, Edward M.A. "The Puerto Rican American Teen-ager in New York City." Minority Group Adolescents in the United States. Edited by E.B. Brody. Baltimore: William and Wilkins, 1968, pp. 48-72.

This report on Puerto Rican adolescents in New York City is based on participant-observation research conducted by the author over a ten-year period. The data presented and study conclusions have resulted from contacts related to direct service programs, and from voluntary personal and social relationships which grew out of these contacts. Data are presented on Puerto Rican history and dominant cultural themes; migration; relations of Puerto Ricans to non-Puerto Ricans; racial identity; education; employment; and the family in New York City.

Rivera, J. Julian. "Growth of Puerto Rican Awareness." Social Casework, 55:2 (February, 1974), pp. 84-89.

This article addresses the need for more direct input from the Puerto Rican community in the planning of services for their people. The emerging sense of self-determination on the part of Puerto Ricans is causally related to the desire of the Puerto Rican community to have more economic and political power, and to develop and control their own services and institutions.

Rodriguez, de, Ligia Vazquez. "Social Work Practice in Puerto Rico." Social Work, 18:3 (March, 1973), pp. 32-40.

The author states that in attempting to help clients in Puerto Rico make decisions, the social worker encounters attitudes, life styles, and economic and social conditions quite different from those on the mainland. These differences are reviewed and ways to increase self-determination on the part of the client are proposed. Specific areas covered are: the need for self-determination; colonization and its effects; the implications of governmental auspices of social agencies; the extended family; and the necessity for social workers to adapt to the life style of their clients on the island.

Rogler, Lloyd H. Migrant in the City: The Life of a Puerto Rican Action Group. New York: Basic Books, 1972, 251pp.

This book reports data gathered in an intensive participant-observer field study of a Puerto Rican community action group which sought to make government agencies and service organizations more responsive to the needs of the Puerto Rican community. The book provides many valuable insights into the life style and cultural heritage of the Puerto Rican rural migrant population.

Sexton, Patricia C. Spanish Harlem: An Anatomy of Poverty. New York: Harper and Row, 1966, 208pp.

This book illustrates the social and economic conditions of the Spanish community in Harlem. The special needs of the Puerto Rican migrant are highlighted and the role of various community agencies——the church, labor organizations and political groups—in meeting these needs are discussed.

Silén, Juan A. We the Puerto Rican People: A Story of Oppression and Resistance. New York: Monthly Review Press, 1973, 330pp.

This is a book which discusses the Independence Movement in Puerto Rico. A history of the Puerto Rican people and their colonization by Spain and later the United States is presented initially. Of particular interest to social workers are the chapters which focus on the economy and the roots of poverty; the Puerto Rican school; religion; and women as the victims of double oppression.

Suraci, Anthony B. "Reactions of Puerto Rican and Non Puerto Rican Parents to Their Mentally Retarded Boys." Unpublished Ph.D. dissertation, New York University, 1966.

The focus of this study was on differential responses of Puerto Rican and non Puerto Rican parents to their mentally retarded sons. The influences of religion, superstitions, and child-rearing practices on parental attitudes were examined, as well as parental feelings about the institutionalization of the retarded child.

Tendler, Diana. "Social Service Needs in a Changing Community: A Study of the Use of Voluntary Social Agencies by Puerto Rican Clients." Unpublished Ph.D. dissertation, New York University, 1965.

This study examines the interaction between a changing population and the existing social welfare agencies in an urban neighborhood. The problems which arise in reorganizing services to meet the needs of an ethnically and culturally different client population are discussed.

SECTION VI: GENERAL REFERENCES

Child Welfare League of America. "Standards on Transracial Adoption." New York, 1972. 2pp. (Mimeographed.)

This statement represents amendments made on November 29, 1972, to the Child Welfare League of America's Standards for Adoption Service. In essence these amendments state, "In today's social climate, other things being equal, we believe it is preferable to place children in families of their racial background. We, however, reaffirm transracial adoption as one means of achieving needed permanence for some children. Children should not have adoption denied or significantly delayed when adoptive parents of other races are available."

Crocker, Eleanor C. "A Child Welfare Worker in a Program for Migrants." Children, 10:3 (May-June, 1963), pp. 87-92.

This article describes a project undertaken in three North Carolina counties to meet the needs of migrant children. Of special interest is the role of the child welfare worker who in a liaison capacity coordinated work with the children, their parents, the staff of the day care center, and the local citizens committee to bring about more positive attitudes towards the migrants and their children.

Greeley, Andrew M. "The Demography of Ethnic Identification: Part I: The Religio-Ethnic Composition and Distribution of the American Population." National Opinion Research Center for the Study of American Pluralism, University of Chicago, Chicago, March, 1973, 36pp. (Mimeographed.)

In this paper, data were taken from the composite of seven NORC surveys. Both religious and national background questions were asked in these surveys, which were done between 1963 and 1972. The data reported in this paper are at best a description of the demography of American ethnic identification somewhere in the middle or late 1960's. There are several major limitations to the study findings which are delineated at the outset by the principal researchers.

_____. "The Demography of Ethnic Identification: Part II: The Educational and Economic Differences Among Religio-Ethnic Groups." National Opinion Research Center for the Study of American Pluralism, University of Chicago, Chicago, March, 1973, 36pp. (Mimeographed.)

This paper analyzes differences among various ethnic groups with respect to education, asking whether such differences are a function of size, place of residence, and region of residence. Also addressed is the question of differential income and whether differences in income are a function of differences in education, place and region. Finally an attempt is made to determine whether there has been cohort mobility among the various groups between the 1950's and 1960's.

Grow, Lucille and Ann W. Shyne. "Participation of Ethnic Minorities in Service Administration." Child Welfare League of America, New York, February, 1969, 4 pp. (Mimeographed.)

Because of interest in the extent of service provided to ethnic minorities, and their participation in agency administration, the Child Welfare League of America undertook a questionnaire survey of approximately 300 of its member agencies. The results of that survey are presented in this paper. Major findings were that public agencies service more minority children and have more minority staff than the private voluntary sector. The study points out that very few non-Whites hold administrative or supervisory jobs, but are concentrated at the child care and paraprofessional levels.

Howard, John R. Awakening Minorities: American Indians, Mexican Americans, Puerto Ricans. New Brunswick, N.J.: Transaction Books, 1972, 189pp.

An anthology of works about the historical and cultural roots of the American Indian, Mexican American and Puerto Rican communities. Current political aspirations and heightened pride in ethnic heritage are examined for each group.

Joint Commission on Mental Health of Children. Report to the Commission. Crisis in Child Mental Health - Challenge for the 1970's. Chapter V. New York: Harper and Row, 1970, pp. 215-249.

This chapter deals with the physical and emotional consequences of living under conditions of poverty, such as those experienced by large numbers of minority group children. Recommendations are made for improving services and programs for the mental health care of minority group children.

Mizio, Emelicia. "White Worker - Minority Client." Social Work, 17:3 (May, 1972), pp. 82-86.

The central theme of this article is that the social work profession must increase its efforts to eliminate the blocks to effective interaction between the White social worker and the minority client, if its professed goal of serving all clients effectively is to be taken seriously. The author feels that part of workers' training must be self-examination, so they may better see how their racial attitudes affect their work with minority clients.

Schack, Elizabeth, and Sheridan Faber. "Juvenile Injustice." A Report of the Office of Children's Services, The Judicial Conference of the State of New York, October, 1973, 78pp.

"Juvenile Injustice" provides the reader with a detailed analysis of the social history, family background, and treatment needs of 431 children brought before the Family Court in the City of New York. The children, those whose cases came to a final disposition during the months of November, 1972 and January, 1973, were alleged or found delinquent or in need of supervision. The study suggests that dispensation of cases may be differential on the basis of race or ethnicity, with Black and Puerto Rican children receiving a poorer quality of services.

Schermerhorn, Richard A. Comparative Ethnic Relations: A Framework for Theory and Research. New York: Random House, 1970, 315pp.

This volume presents a framework for the study of ethnic relations, examining both functionalist and conflict orientations. Other areas discussed are: typologies of problem relevance; classification schemes that divide societies into multi-national sectors; and cross-sectional research on plural societies.

Sheridan, Marion L. "Family Day Care for Children of Migrant Farm Workers." Children, (January-February, 1967), pp. 13-18.

This article is about a special project supported by the Office for Children and Youth, State Department of Public Welfare and Pennsylvania State University, focused on the care of children of migrant farm workers in family day care homes. Areas covered are: an analysis of the special needs of migrant children as an impetus for the project; the actual operation of the project; quality of care provided and the problems encountered such as mixed race care arrangements, health problems of the children and transportation.

Turner, John B. "Education for Practice with Minorities." Social Work, 17:3 (May, 1972), pp.112-118.

This article addresses some major issues which confront schools of social work today: how to equip social workers with the knowledge, skills and attitudes that will enable them to improve the status of minorities; and how to attract more minority group students into social work education. The principal suggestion made is that social work interventions must deal not only with methods of working with people, but must develop competence in substantive issues of economics, politics, education, justice, housing, health and mobilization of group capacity.

U.S. Department of Health, Education and Welfare. Office of Child Development. Child Development Day Care Handbook Number 2: Serving Infants. Washington, D.C.: Government Printing Office, 1971, pp. 25-26.

This brief section outlines how ethnic components should be built into the day care programs which have substantial numbers of minority group children. Recommendations are made for ways to foster a positive self-identity in the child; to reflect cultural background in the center through decor and activities; and to increase cultural awareness and bilingual competency. Awareness of the family life style, reinforcement of it and involvement of the parents in the day care center program are stressed.

Wilder vs. Sugarman. Legal brief submitted by Marcia Robinson Lowry and Risa Glaubman Dickstein, Attorneys for the Plaintiff, Children's Rights Project, New York Civil Liberties Union and Charles Schinitsky, Attorney for the Plaintiff, Legal Aid Society. Available from the New York Civil Liberties Union, 80pp.

This suit is a class action on behalf of destitute, dependent and neglected New York City children in need of care outside of their homes but who have allegedly been denied needed services. The claim is that the purchase of child welfare services from voluntary sectarian agencies results in a system which discriminates against Black Protestant children.

APPENDIX

PUBLICATIONS REVIEWED
1963-1973

American Journal of Orthopsychiatry
American Journal of Psychiatry
American Journal of Sociology
American Sociological Review

Catholic Charities
Child Welfare
Childhood Education
Children

Journal of Education in Social Work
Journal of Marriage and the Family
Journal of Social Issues
Journal of Social Psychology

Lutheran Social Welfare

Public Interest
Psychiatry

Smith College Studies in Social Work
Social Casework
Social Problems
Social Work
Social Work Today
Social Service Review
Sociology and Social Research

Transaction

Welfare in Review

Young Children